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ABSTRACT

This evaluation report describes a research and demonstration project on community education and aging to demonstrate that interest in, access to, and demand for opportunities for lifelong learning can be increased among older adults by involving them in planning, implementing, evaluating, and changing community-based learning centers to meet their needs. Evaluation of this project conducted in Dane County, Wisconsin, from 1978-81 is discussed in three sections focusing on the process of developing learning centers, a performance evaluation of the impact of the centers, and the efficiency of the program model. The evaluation of the process looks at these problems with program development: low initial enrollment, requiring too few resources from the community and sponsors involved, and amount of time spent in planning. The section on performance evaluation considers these program activities: development of alternative models for implementation of community-based learning centers, involvement of local sponsors and learning center coordinators, development of educational program, enrollment, recruitment of older adults as teachers, information dissemination, and development of plan for learning center continuation. The efficiency evaluation looks at sponsor and participant costs. (YLB)

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ED218462

# COMMUNITY-BASED LEARNING CENTERS FOR OLDER ADULTS

## EVALUATION REPORT

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Published by: Faye McBeath Institute on Aging & Adult Life
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# P R E F A C E

Even though more and more older adults are involved in lifelong learning, interested in continuing their education, and taking classes and courses, very little has been done to make educational activities convenient and accessible to them. Colleges and universities are offering free or reduced tuition to older adults who want to audit classes, but few go to the campus. Many community agencies offer classes, but their offerings are not coordinated or planned so that a wide variety of classes are available to interested older people.

One solution is to bring a variety of classes and courses into one community facility, a place where older adults can come to learn many things--where they are comfortable and where they can have a chance to develop and teach their own courses. This is the learning center concept, one which says that educational opportunities should be brought to people in their own communities in response to the needs and interests of the residents.

In October of 1978, the Faye McBeath Institute on Aging and Adult Life at the University of Wisconsin-Madison applied for and received a grant from the Administration on Aging to conduct a research and demonstration program on "Community-Based Learning Centers for Older Adults." The purpose of this project was to study the process of how communities can energize their own resources to provide educational programs to older adults, and to determine the value of these programs for older adults. In order to document that process, the Institute on Aging provided seed money to three Dane County communities to assist

them in developing Learning Centers. A local agency or organization in each community was selected to sponsor the Learning Center, and staff coordinators were appointed. Each Learning Center also had a planning committee composed of older adults and community leaders. The project design consisted of six months of planning, a demonstration period of one year, and six months of research and evaluation.

The results of this research and demonstration project are documented in four publications. "Developing Community-Based Learning Centers for Older Adults" is a technical assistance manual which describes the steps involved in establishing a learning center, and provides suggestions for communities and groups of older adults. The second publication is this evaluation report, the third covers the research conducted with the older adult learners at the learning centers, and the fourth publication discusses older adults as teachers. A monograph entitled Education and the Older Adult will be published by the Institute on Aging late in 1982.

# I N T R O D U C T I O N

Education is a difficult field to evaluate, because evaluation is a judgment of the relative value or success of an action. Yet when the action is education, its effects may not be apparent until long after the action takes place, or not at all. The success or failure of education may show itself in a behaviorally measurable change, or it may not. Similarly, the value of education is a personal judgment of the individual who has received the education, and he may not share his judgment of its value with the person conducting the evaluation.

A second problem with evaluation is that success and failure are relative. No process or product of an action can be called a complete success or a total failure.

Perhaps the most frustrating aspect of evaluation is the realization that evaluation is almost useless in and of itself. Evaluation, particularly educational evaluation, must be related to the ongoing process of program development or that evaluation becomes nothing more than a collection of head counts, participation rates, space utilization rates, and cost analyses.

This evaluation report describes a research and demonstration project on community education and aging conducted in Dane County, Wisconsin from 1978-1981. The purpose of this project was to demonstrate that interest in, access to, and demand for opportunities for lifelong learning can be increased among older adults by involving them in

planning, implementing, evaluating, and changing community-based learning centers to meet their needs. A community-based learning center is an accessible community facility where educational resources can be gathered together in response to the interests of older people. The programs of the learning center are developed and implemented by older adults.

The project was based upon the beliefs that: learning is a lifelong ability and right; opportunities to learn should be available to people of all ages; communities have the resources to develop learning centers; and older people are the mainstay and catalyst of these resources. The goals of the project were:

I. To demonstrate that communities have the resources to develop learning centers.

II. To increase interest in, demand for, and access to learning opportunities for older adults by expanding educational resources where older people naturally gather, rather than bringing older people to existing educational facilities.

III. To involve older adults in planning, implementing, evaluating, and changing community-based learning centers to meet their needs.

Evaluation of this project covered the *process* of developing learning centers, a *performance* evaluation of the impact of the centers, and the *efficiency* of the program model.

# P R O C E S S  E V A L U A T I O N

The conduct of this type of model project by a research and training unit of a university requires that some project elements be initiated by the university, and some by the community. The Institute on Aging viewed its role as that of documenter and researcher. However, in order to have something to document, the model project funds were used to expedite and facilitate the development of learning centers in three communities. As will be illustrated below, the concept of community-based learning centers was developing in the county, and would have eventually taken root in these communities. The existence of the model project funds enabled the program development to be completed in time for the Institute's documentation and research to take place.

## Program Development

Beginning in 1976, a group of interested people in the Madison area began meeting to discuss how to expand educational opportunities for older adults. Out of this group (the Dane County Adult Education Committee) came the idea of establishing community or neighborhood learning centers for older adults. A sub-committee was formed to explore the idea, and a proposal for an Administration on Aging Model Project was developed over a one-year period. The proposal was funded in October of 1978, and the project was initiated under the leadership of the Faye McBeath Institute on Aging and Adult Life, University of Wisconsin-Madison (see Appendix A).

Work began with a Project Advisory Council composed of local professionals and older adults to develop critical elements of the project. One of the major initial tasks was to choose the communities where the learning centers would be located. Factors considered in the selection of the model project communities included:

1. Interest of the community, either expressed or perceived.
2. The sense of "community," of people living, working, and belonging together.
3. A balance or distribution of community sizes, such as urban vs. rural, small town vs. suburb, etc.
4. The unique resources of the community.
5. An elderly population base of at least eight percent of the total population.
6. Availability of physically accessible facilities.
7. Availability of educational and social resources.
8. Availability of appropriate organizations to sponsor learning centers.
9. Generalizability and applicability of community character to other communities, i.e., does it represent some "model" or "typical" kind of community.

Although the original project design called for four model project sites to be located among the 11 counties that comprise the Area Agency on Aging, logistical problems necessitated changing the design to establish three learning centers in one county. The advisory council agreed that Dane County offered a sufficient variety of community types for the project to be representative. With the council's assistance, selection criteria were established and three communities selected. One of those communities subsequently withdrew, though, due to perceived

potential conflicts between the learning center and its existing programs for older adults. The assessment and selection process began again, and by April, 1979, three communities were selected and public informational meetings held. Profiles of each community are contained in Appendix B.

Following these meetings, interviews were conducted to appoint coordinators for each learning center. Special care was taken to find candidates who were residents of the community where the center would be located, who were active in and familiar with that community's organizations, who were experienced in working with older adults, and were older adults themselves. In April, 1979, four people were appointed as learning center coordinators (two were sharing one position).

At the same time the coordinators were being selected, sponsors for each learning center were being chosen. The sponsors were community organizations or agencies that would provide the learning center with identification and support during the developmental period (and perhaps beyond). The sponsor would take on the learning center as one of its own programs, and provide office and classroom space. The model project funds covered all project costs, and in some cases, rewarded the sponsors with surplus office furniture and equipment. The sponsors contributed the facility, staff time, and the use of their organization's name in association with the learning center.

By June of 1979, working agreements had been signed with each center's sponsoring organization, class locations had been selected, and the learning center coordinators were trained. At the same time, intensive community development was taking place. The coordinators

were meeting with area businesses, organizations, and groups of older adults to describe the project and answer questions. They were also developing and distributing promotional materials, and conducting needs assessments which would result in the centers' curricula. The coordinators worked with local planning committees they had organized, composed of professionals, older adults from the community, and learning center participants. It was this committee that would take over the operation of the learning center after the completion of the model project.

Classes began at each learning center in the Summer of 1979. The curricula emphasized liberal arts and sciences classes, since craft and hobby classes were readily available at local senior centers. The curricula were developed by the local planning committees. Teachers were recruited from among the older adults in the community, local schools and colleges, and community organizations and businesses. Early participation was at a fairly low level, but grew as more classes were offered and publicity efforts intensified.

In Belleville, Wisconsin, the "Learning Unlimited" program was sponsored by the Belleville Area Senior Citizens Program. Fifteen classes were offered during the first year to 261 people, most sessions taking place in a church hall. The classes in Belleville were scheduled consecutively, and included topics on history, art, health, and consumer education.

The Learning Center originally established in Mazomanie, Wisconsin, under the sponsorship of the Northwest Dane County Senior Outreach

Program grew to serve four communities in the northwestern area of Dane County: Mazomanie, Black Earth, Cross Plains, and Roxbury. The 34 classes offered in the "Learning Shops" were taken by 247 people in such places as churches, public schools, and municipal buildings. Some communities scheduled concurrent classes while others ran them consecutively. Topics included music, geology, needlework, and painting.

Classes on the east side of Madison were scheduled into four, 8-week sessions--a total of 34 classes. The "Living Enrichment Center" was sponsored by St. Bernard's Church, the Atwood Community Center, and the Near East Side Coalition of Older Adults. Classes were held in the church's parish center (formerly a school), and were attended by 253 people. The courses offered included literature, science, playreading, and exercise.

The model project funds channeled into each community were terminated one year later--June, 1980. By this time, continuation plans had been developed so that the learning centers could continue on their own resources. They continue to do so, using tuition revenue, local government funds, community foundation support, and the resources of local organizations, businesses and the learners themselves.

Evaluation of the Process

As stated earlier, the Institute on Aging was interested in documenting the process of how communities can energize their resources to develop learning centers, and in conducting research with the participants to learn more about their motivations for participating in continuing education. The only problem in receiving a federal grant to

do so was that the learning centers which would provide these data had to be planned and have a considerable period of operation within the project period. This development had to be under the leadership of the communities involved, and had to parallel as closely as possible the natural evolution of a new community program. The strategy used in this project was to enlist the cooperation of local agencies and organizations as program sponsors, hire local residents as coordinators, and allocate project funds to facilitate and expedite program development. While this strategy was successful in that the learning centers were developed, there was a price to be paid. Initial Enrollment in the classes was initially low, because there had not been sufficient planning time for many people to hear about or become interested in the centers. The same was true of initial commitment to the centers on the part of volunteer program leaders and teachers. However, as word spread about the centers and learners spoke of their positive experiences in the classes, both participation and interest (and subsequently, commitment) increased.

Another problem with "forcing" program development was that of doing too much for the communities and sponsors involved. In order to expedite the development of the learning centers, the center staff and sponsors were provided with almost everything they needed--office furniture, equipment, supplies, classroom materials, publicity materials, etc. While much of this was necessary and reasonable, it became almost automatic for the learning centers to look to the Institute on Aging for what they needed instead of to the resources of their own communities. One of the Institute's project goals was to work with the sponsors so

that the transition of taking over full control of the learning centers would be as easy as possible. Reliance on the Institute and the coordinators it had hired resulted in some uncertainty at the end of the project period. With the assistance of Institute staff, continuation plans were developed which showed the sponsors how the centers would continue utilizing volunteer staff and modest levels of community support.

One final problem with the process of program development was the amount of time spent in planning. In spite of the two years spent discussing and writing proposals about learning centers, it was still nine months between the grant award and the time classes began. However inconvenient the delay was, the additional planning period did strengthen the program.

The project staff's judgments and conclusions about the process used to develop the learning centers can be summarized as follows:

1. Any community has the resources within it to develop a learning center--human, material, and monetary resources.

2. The support of the model project grant facilitated and expedited the development of learning centers in the county, but did not supplant either the development of similar programs in other parts of the county, or the development that may have occurred without the grant.

3. The model and format of a learning center offered a valuable alternative to the communities involved. Each center attracted over 200 older adults during a one-year period, including many who had never before participated in any continuing education programs. (More about the participants in the next section of this report).

4. The model used (non-intrusive leadership from the Institute on Aging) was responsible for the high degree of commitment of the learners and sponsors to the maintenance and development of the learning centers.

# P E R F O R M A N C E  E V A L U A T I O N

The performance evaluation concerns certain standards set for the project. It is an evaluation that includes, but goes beyond, the process evaluation. In essence, it indicates the level at which the project's objectives were attained.

In any project, the achievement of success for each component does not guarantee or predict the success of the entire project. Even if there are many successes, the project itself may still "fail." For this particular project, it was established in the early planning stages that the overall measure of success would be that the three learning centers would continue to exist beyond the model project period as long as they could still meet the educational needs of the community's older adults. Given the time constraints of the project, seven immediate objectives were developed to be used as measures of the project's relative success.

Objective 1: Development of at least three alternative models for the implementation of community-based learning centers for the elderly.

While the Institute on Aging provided overall leadership and guidance to this model project, each learning center developed its own local planning committee, had its own local coordinator, and developed its own curriculum. The project staff worked with all four coordinators to develop the concept of learning centers, and trained them in community development so that they could work with each area to get the centers established. The result was that the learning center concept

emerged in two forms.

In Belleville (small town) and East Madison (urban area), a *centralized* model was developed whereby one site was used for all classroom and most office activities. This enabled a variety of educational resources to be assembled in one location, and the learners became accustomed to going to one neighborhood program to have many of their educational needs met. This model reflects the essence of the learning center concept: one facility in one community or neighborhood, serving a variety of learners who have a variety of learning needs and interests.

Originally, the same model was planned for the learning center in Mazomanie (rural area). However, the sponsor selected for the center was a senior outreach program that served six townships in the northwest part of the county. Each of these townships had its own social programs for older adults, and also wanted its own educational programs. In addition, the outreach program did not have a building of its own that could be used for classes on a regular basis. Thus a *dispersed* model developed whereby under one administrative umbrella, classes were offered in four of the six townships. Each township had its own planning committee, selected its own curriculum, and used local residents to teach the classes. The coordinators (located in Mazomanie) worked with all four townships to help them develop their ability to run the program themselves, to identify teachers and classroom facilities, and to achieve a well-balanced curriculum during the model project period.

The development of the dispersed model was a surprise to the project

staff. We had not expected it and, if anything, mildly discouraged its development because we felt that it might entail insurmountable logistical, communication, and duplication problems. Such was not the case. If anything, the satellite centers increased the sense of "ownership" among participants. They felt more that it was their own program than one imported from elsewhere, even a town just a few miles away. While transportation was not a major problem at any of the learning centers, the implementation of a dispersed model can help alleviate transportation problems where they exist in other communities.

Objective 2: Involvement of at least three local sponsors and three learning center coordinators in the Learning Center Project.

The original plan was to develop three learning centers, each with one coordinator and one sponsoring organization. The reality was that three centers were established with four coordinators (two were sharing one position) and five sponsors. In East Madison, a community-wide organization (The Near East Side Coalition of Older Adults) proposed a sponsorship that combined its wide-reaching impact with the office facilities of a community center (The Atwood Community Center) and the classroom facilities available at a parish school across the street (St Bernard's Church). Joint sponsorship contributed a great deal to the learning center's success by combining various resources and facilities.

Objective 3: Development of at least one educational program for each learning center that reflects the interests of the participants.

The initial session of classes for the learning centers was planned

by the coordinators and the local planning committees, using suggestions from the project staff, from research on learning needs of older adults, and from data gathered in local needs assessments. After the first session (Summer, 1979), the curricula were developed in response to the needs and interests of the participants. Planning data were gathered from the evaluation forms used at the end of each course. The participants were asked to list other classes they were interested in taking, and they responded with a total of 337 requests.

The center staff subsequently added courses in the fine arts, travelogues, history, creative writing, and health. By the end of the project period, each center had developed four curricula (Summer, 1979; Fall, 1979; Winter, 1980; Spring, 1980), three of which were developed primarily from the participants' requests. Only in the areas of languages and crafts were the requests not fully met: languages, because of the time needed for instruction; and crafts, because of the variety of classes offered elsewhere in the community.

Objective 4: The total enrollment at the end of the project period for all three learning centers should be at least 400 adults over age 60.

During the 12 months when classes were offered under the auspices of the model project, a total of 761 people attended 83 classes at the three learning centers. These people represent 8.2 percent of all the older adults in the three learning center communities. This figure can be compared to the four or five percent of adults age 55 and over in the United States who participate in organized continuing education activities. However, it must be noted that Dane County, Wisconsin is

an academically-oriented area, due in part to the presence of the University of Wisconsin-Madison.

Perhaps more important than the number of participants is their characteristics. Like most adult education participants, these learners were primarily Caucasian women who were married, well-educated, and relatively affluent. However, the learning centers attracted some older adults who were quite different from those who might be found on a college campus. The community learners tended to be older (in their 70's and 80's), had lower income levels, and had a greater variety of educational backgrounds, ranging from elementary school to graduate school.[1] In other words, the learning centers clearly demonstrated their ability to attract not only an impressive number of learners, but also learners with a wide variety of backgrounds and educational needs.

Objective 5: A total of 60 adults over age 60, representing the total from all three centers, will be given the opportunity to participate as learning center teachers during the project period.

The 83 classes offered during the model project period involved 111 teachers and speakers. Approximately 32 percent of the teachers were age 60 or over. In spite of extensive recruiting efforts on the part of the learning center coordinators, not as many older teachers were involved as had been hoped. However, many older adults who came to the centers as learners subsequently shared their talents and knowledge as teachers.

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1. More information on the participants can be found in the accompanying Research Report.

Objective 6: Disseminate model project information and results to at least 200 organizations and individuals who are in a position to utilize the information.

The purpose of the Administration on Aging's Model Project program is to develop and test new knowledge, approaches, techniques, and methods to be used in contributing toward a better life for older persons. The documentation of these approaches and methods, and the dissemination of that information, is the most critical element of a model project.

Accordingly, the staff of this model project prepared four documents which, taken together, comprise the final project report. They are:

"Developing Community-Based Learning Centers for Older Adults: A Technical Assistance Manual"

Technical Reports:

No. 1 Evaluation Report
No. 2 Research Report
No. 3 The Older Adult as Teacher

These four documents were distributed throughout the country to state units on aging, area agencies on aging, state departments of education, academic gerontology programs, and interested organizations and individuals. In addition, a monograph on "Education and the Older Adult" will be published by the Institute on Aging in 1982.

Throughout and beyond the model project period, the project director was involved in other forms of information dissemination. These activities are documented in Appendix C.

Objective 7: Develop feasible plans for the continuation of the learning centers after the termination of model project support.

A project such as this should not be initiated unless there is a reasonable chance of maintaining the effort when federal funds are

withdrawn. If there is not, it is unfair to the community and to the older adults served by the project.

This model project drew upon existing community resources--people, places, energy--which could be refocused in order to develop learning centers. From the beginning, every effort was made to weave the learning center into the fabric of the community so that it would come to be viewed as an integral and valuable resource of the community.

The project staff and the learning center coordinators spent a great deal of time working with the communities and the learning center participants to prepare them to take over the project. The approach was a non-intrusive one in which each center's planning committee was encouraged to make its own planning and development decisions, and to assume leadership and responsibility for the learning center. The committees were also given guidance on how to secure local funding for the centers, and how to energize the resources of their communities.

Financial support to all three model project communities ended on June 30, 1980. More than one year later, classes are still being offered at each of the learning centers. The curricula are not as extensive, the teachers are more often volunteers than paid, and the learners have to purchase or borrow class materials. However, the learning centers are operating under the auspices of their community sponsors and under the leadership of their planning committees. Their funding now comes from tuition, revenue, contributions from their sponsors, and local public and private funds. The extensive planning and community development resulted in a smooth transition period, and the successful continuation of all three learning centers.

# E F F I C I E N C Y  E V A L U A T I O N

The focus of the efficiency evaluation is the question of whether community-based learning centers are feasible means of providing educational opportunities to older adults in their own communities. Efficiency, of course, is more than an economic issue. It also includes such factors as time, use of personnel, use of public and private resources, and participant convenience.

The development and operation of community-based learning centers requires a substantial reorganization of both public and private resources in order to deliver education to the elderly in a new format. This reorganization may require some "cash" commitments on the part of organizations sponsoring learning centers, or the cost may be in terms of shifting priorities on other programs. The important question is whether the reorganization of resources is efficient, relative to the convenience afforded to older adults who are seeking educational opportunities.

## For the Sponsor

The cost of a learning center for the sponsoring organization involves the use of its personnel, space, and resources. For the sponsors involved in this project, contributions included, to varying degrees, the following:

1. office space
2. classroom space
3. staff time
4. publicity efforts
5. use of office or classroom equipment

The office and classroom space used by the learning centers was, for the most part, not used for other programs. Grant funds were used to provide the learning centers or their sponsors with the equipment they needed or, to balance costs, by paying for other expenses such as the sponsor's telephone bills.

The major cost to the sponsors turned out to be staff time. What was originally planned to be a five percent time commitment turned out to be closer to 10 or 15 percent. However, as the programs developed and stabilized, and as the learning center coordinators and local planning committees became more confident of their leadership abilities, the amount of staff time needed for supervision decreased.

For the Participants

The cost of attending a learning center includes:

1. tuition or fees
2. books and materials
3. transportation and parking
4. time

By virtue of the neighborhood location of the learning centers, they were physically close to the learners who used them. This proximity reduced both transportation costs and the time needed to travel to and take a class. Also, free parking was available at each center. Class fees ranged from $1.00 per class at Belleville to $1.00 per session (3 months of classes) in Northwest Dane County and $2.00 per session in East Madison. During the project period, participants' books and materials were furnished with grant funds. Since the end of the grant, tuition has increased slightly and the participants purchase their own materials for the few classes that use them.

These costs were compared to two other low-cost programs for older adult learners. At the University of Wisconsin-Madison, adults age 62 and over can audit courses free of charge on a space available basis. However, parking fees for daytime classes and book costs can be substantial. Madison Area Technical College[2] does not charge older adults tuition for non-credit classes, but credit classes can cost up to $20.00 per course.

Clearly, the cost of programs at the learning centers and their accessible, neighborhood locations are two of their main attractions. In class evaluations, participants place a great value on the convenience and "open" environment of the centers. However, it is the class topics that bring learners into any educational program. The variety of topics and the level at which they are treated is the key factor in the learner's decision of where to enroll.

The judgment on the efficiency of the learning center model must be a mixed one. It's a cost-efficient model for the learners. For the sponsors, however, the necessarily long period of development results in a definite cost in terms of time and resources. If they are interested in the concept and model of the learning center, and are willing to make a strong commitment of their time and resources for at least a year, they should find that after that developmental period, the program can be run under the leadership of the learners themselves.

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[2] Wisconsin does not have a community college system.

# S U M M A R Y

By almost all measures used, the learning centers project was considered a success. Although there were many problems and frustrations, the project staff was pleased with the model and the centers that emerged, and gratified that the centers continue to operate on their own resources. Of the sponsoring organizations, all are still involved with the centers, and have come to view them as part of their own programs. The communities seem to take great pride in the learning centers, and have provided them with both "moral" and financial support. The learners often return for more and more classes. Many have moved into teaching or program planning roles. The ultimate measure of the program's success will be the number of other communities who, after reading these project reports, decide to develop their own learning centers. We only hope that these communities and organizations will share their experiences with us so that we can all work towards the same end: improving and expanding educational opportunities for older adults.

# APPENDIX A

## PROJECT STAFF

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Project: "Community-Based Learning Centers for Older Adults"

| | |
|---|---|
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| Learning Center Coordinators: | Pauline Fahey<br>Jerome J. Pockar<br>Irene T. Prunuske<br>Constance Rice |
| Project Assistants: | Karen Brown<br>Judith Hamilton<br>Bruce Pamperin |
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| Project Secretaries: | Linda Brewer<br>Mary Meinholz<br>Eileen Ryan |

# A P P E N D I X  B

## COMMUNITY PROFILES

LOCATION: Madison, Wisconsin--the East Side of the city

DEMOGRAPHICS: Urban area of 8,015 adults aged 60 or over (1970 census data). These older adults represent five percent of the total population of Madison, but 45 percent of the city's elderly. This area has the highest concentration of elderly and low-income elderly in Dane County.

LEARNING CENTER: The Living Enrichment Center
located at
St. Bernard's Parish Center

COORDINATOR: Jerome J. Pockar

SPONSORS: St. Bernard's Church
Atwood Community Center
The Near East Side Coalition of Older Adults, Inc.

ENROLLMENT:

| | |
|---|---|
| Summer 1979: | 71 |
| Fall 1979: | 51 |
| Winter 1980: | 73 |
| Spring 1980: | 58 |
| Total | 253 |

CURRICULUM:
Keeping Current (offered three times)
Creative Writing (offered twice)
Money and Property Management (offered twice)
Pleasant Movement (offered four times)
Wisconsin: The Land and the People (offered twice)
Play Reading
Group Singing
Reminiscing and Oral History
Science for Today
Great Religions
Vocal and Instrumental Music
Sketching and Drawing (offered twice)
The Metric System
Health and Nutrition (offered twice)
The Bible as Literature
Armchair Travel (offered twice)
Images of Aging in Literature
Our Wisconsin Heritage
Painting
Gardening
Wisdom Literature of the Bible
Recreation for Men

| | |
|---|---|
| LOCATION: | Belleville, Wisconsin |
| DEMOGRAPHICS: | Small town in a rural area, with 183 adults aged 60 or over, 19 percent of the total population. However, the Senior Citizen's Program extends to the townships of Exeter and Montrose, an additional 242 older adults. |
| LEARNING CENTER: | Learning Unlimited<br>located at<br>St. Mary's Church |
| COORDINATOR: | Pauline Fahey |
| SPONSOR: | Senior Citizen's Program of Belleville, Exeter and Montrose, Inc. |
| ENROLLMENT: | Summer 1979: 56<br>Fall 1979: 102<br>Winter 1980: 74<br>Spring 1980: 29<br>Total 261 |
| CURRICULUM: | Painting and Sketching<br>Understanding Medicare<br>Wills, Trusts and Estates<br>Swimming for Fun<br>The Remembered Past: 1914-1945<br>Living Alone and Getting Along<br>Staying Healthy<br>Sewing the New Fabrics<br>Writing for Fun<br>Money Matters<br>American and Wisconsin History<br>Birdwatching<br>Bridge<br>Photography<br>Advanced Art |

LOCATION: Northwest Dane County, Wisconsin

DEMOGRAPHICS: A large, rural area which includes the townships of:
Mazomanie - 229 older adults
Black Earth - 197
Cross Plains - 237
Vermont - 71
Berry - 82
Roxbury - 158

The learning center began in Mazomanie, but expanded to three other areas (Black Earth, Cross Plains, and Roxbury), due in part to the nature of the sponsoring organization.

LEARNING CENTER: The Learning Shops
located at
Various sites: churches, schools, municipal buildings, senior housing project

COORDINATORS: Irene Prunuske, Constance Rice > Sharing one position

SPONSOR: Northwest Dane County Senior Outreach Program

ENROLLMENT:

| | |
|---|---|
| Summer 1979: | 51 |
| Fall 1979: | 60 |
| Winter 1980: | 100 |
| Spring 1980: | 36 |
| Total | 247 |

CURRICULUM:

Cross Plains:
Local Government
Know Your Library
Needlework: Crocheting, Needlepoint and Tatting
Rhythms of Life
National Parks
Advanced Crocheting and Tatting
German Singing
Art and Related Activities (offered twice)
Needlework
Woodland Indians

Black Earth:
Music Appreciation and Singing
Travelogue
Wills, Trusts, and Estate Planning
Medicare, Medicaid and Insurance
Birdwatching and Wildflowers

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|---|---|
| Mazomanie: | Local History |
| | The ABC's of Art |
| | Rhythms of Life (offered twice) |
| | Local Geology |
| | The Joy of Good Food and Health |
| | Developing a Family Tree |
| | Regional Writers |
| | Advanced Oil Painting |
| | Creative Writing |
| | French Cooking and Conversation |
| | Calligraphy |
| Roxbury: | Armchair Travel |
| | Rhythms of Life |
| | Needlecraft (offered twice) |
| | Art and Related Activities (offered twice) |

# APPENDIX C

## INFORMATION DISSEMINATION

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|---|---|
| April 27, 1979 | Conducted workshop on "Continuing Education for the Institutionalized Elderly" for the Section on Institutions of the Wisconsin Congress on Aging, Madison, Wisconsin. |
| May 31, 1979 | Conducted training session on learning centers for the Dane County Senior Outreach Workers, Belleville, Wisconsin. |
| August 23, 1979 | Conducted workshop on Lifelong Learning for a pre-retirement pilot program for the Wisconsin Department of Employee Relations, Madison, Wisconsin. |
| February 18, 1980 | Conducted workshop on education as part of a pre-retirement program for the South Central District, United Methodist Church, Madison, Wisconsin. |
| April, 1980 | Distributed file of learning center teachers and resource persons to 25 Dane County agencies and organizations. |
| May, 1979-April, 1980 | Published five issues of a newsletter entitled "The Learning Center Report." Each issue was mailed to approximately 1500 organizations and individuals. |
| April 3, 1980 | Presentation on learning centers to the Dane County Lifelong Learning Council, Madison, Wisconsin. |
| April 24, 1980 | Presentation on learning centers to the Dane County Social Services Outreach Workers, Madison, Wisconsin. |
| June 2, 1980 | Presentation on learning centers to a class on "Library Services to the Aging," University of Wisconsin-Madison, Madison, Wisconsin. |
| November 5, 1980 | Conducted workshop on learning centers at "An Educator's Agenda for the 1980's," a Statewide conference for Wisconsin educators at the secondary and post-secondary levels and members of the Wisconsin network on aging, Madison, Wisconsin. |

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| November 7, 1980 | Paper on "Learning Centers for Older Adults" presented at the Adult Education Association annual meeting, St. Louis, Missouri. |
| November 24, 1980 | Media presentation entitled "Living and Learning" made at the Gerontological Society annual meeting, San Diego, California. |
| December 11, 1980 | Presentation on learning centers to the Dane County Committee on Aging, Madison, Wisconsin. |
| February 5, 1981 | Paper on "Participation Motivations of Older Adult Learners" presented at the Lifelong Learning Research Conference, College Park, Maryland. |
| February 12, 1981 | Presentation on learning centers to the Madison Area Continuing Education Council, Madison, Wisconsin. |
| March 5, 1981 | Media presentation entitled "Living and Learning" made at the Association for Gerontology in Higher Education annual meeting, Cincinnati, Ohio. |
| March 6, 1981 | Paper on "Participation Motivations of Older Adult Learners" presented at the Association for Gerontology in Higher Education annual meeting, Cincinnati, Ohio. |
| November 11, 1981 | Poster session on "Participation Motivations of Older Adult Learners" made at the Gerontological Society annual meeting, Toronto, Ontario. |
| December, 1981 | Research results mailed to 218 questionnaire respondents at their request. |